Unit overview

Key Competences and Key Learning Outcomes

- Identify and name water sports equipment (Lesson 1)
- Say the vocabulary chant (Lesson 1)
- Understand and act out a conversation (Lesson 2)
- Talk and write about future plans (Lesson 2)
- Follow, complete and correct the grammar tables (Lessons 2 and 4)
- Learn adverbs of manner (Lesson 4)
- Learn simple time sequencers for ordering information (Lesson 7)
- Use a code to read a message (Lesson 3)
- Use the Pupil’s App on Navio
- Say a tongue twister, learn another spelling for the ‘k’ sound and practise spelling (Lesson 5)
- Practise activity types found in the Cambridge exams
- Review your own learning (Review lesson)
- Understand the importance of listening to other people’s ideas (Lesson 3)
- Work with a talk Partner to practise and reinforce learning (all lessons)
- Do a questionnaire in pairs and report on it (Lesson 5)
- Sing two songs (Lessons 1 and 4)
- Understand and act out a story (Lesson 3)
- Read and evaluate a letter (Lesson 6)
- Write a letter (Lesson 7)
- Learn about New Zealand (Lesson 8)
- Think about your own culture (Lesson 8)

Vocabulary

Core vocabulary
- flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skis, wetsuit; badly, fast, loudly, quickly, quietly, slowly, well

Extension vocabulary (optional)
- fishing rod, goggles, jet ski, oars, rope, sailing boat; carefully, dangerously, happily, sadly

Other vocabulary
- adventure / sports; camp, archery, bungee jumping, extreme sport, forest, horse riding, kayaking, lake, leaflet, letter, mountain biking, rafting, rock climbing, sand surfing, windsurfing, zorbing

Recycled vocabulary
- baseball, cycle, dance, go swimming, gymnastics, hockey, play football, ride a horse, rollerblade, sailing, sing, skate, snorkelling, swim, tennis, volleyball, walk, watch TV; adventure, air, beach, camp, faster, hill, lie down, mountains, river, rock, sea animals

Structures

Core structures
- I am / I’m not going to (play football) tomorrow. He is / isn’t going to (go swimming). They are / aren’t going to (watch TV). Are you going to (play football)? Yes, I am. No, I’m not. What are you going to do (on Saturday)? I (play chess) (well). He (dances) (badly).

Other structures
- Dear (Grandma), First / Next / Finally, (I’m going to) (go horse riding).
- See you (soon). Love, (Laura). Which sport can you do (in the air)? If you like (travelling fast), (sand surfing) is (the sport for you).

Recycled structures
- I’m wearing (a wetsuit). I’m ready to (snorkel). What about you? Are you (ready to snorkel)? He’s wearing (gloves). She’s got (water-skis). She’s ready to (water-ski). You must (run fast). Good idea. Why don’t you (play football)? Do you like (adventure)?

Phonics

The ‘k’ sound (black monkey says quicky lake)
Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review sports vocabulary.
- Set learning outcomes and use the talk cards.

Activity 1
- What water sports do you know?
- Make a list.
- What equipment do you need?

Vocabulary presentation
- Present the new vocabulary using the water sports equipment word cards.

Word cards
- Introduce the spellings of the vocabulary using the water sports equipment word cards.

Activity 2
- Listen, point and say the vocabulary chant.
- CD3 Track 6 p251

Pupil’s Book

Activity 3
- Listen, look and sing Fun in the sea.
- CD3 Track 7 p251

Activity 4
- Play a guessing game.
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Extra activities
- Extension
  - Play a game in pairs.

Digital resources
Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the vocabulary from this lesson.

Materials
- Pupil’s Book p60; Activity Book p58; Class CD3; teacher’s presentation Kit: Water sports equipment flashcards; water sports equipment word cards
- Teacher’s Resource Bank: Talk cards
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

Optional materials
- Teacher’s Resource Bank: Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

Key language
- flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skis, wetsuit
- I’m wearing (a wetsuit). I’m ready to (snorkel). What about you? Are you ready to (snorkel)? He’s wearing (gloves). She’s got (water-skis). She’s ready to (water-ski).
- Extension: fishing rod, goggles, jet ski, oars, rope, sailing boat
- Recycled: cycled, dance, go swimming, gymnastics, hockey, play football, ride a horse, rollerblade, sailing, Sing, snorkelling, swim, tennis, volleyball, walk.

Link to Science
- Water and air on Earth: Identify other sources of water on Earth.

At a Glance Lesson Plan

Activity Book

Code activity
- Complete the code activity.
**Detailed Lesson Plan**

**Starting the lesson**

*Use the Trinity Exam Practice cards (optional).*
- The pupils practise asking and answering questions.

*Review sports vocabulary.*
- Divide the board into three columns with the headings play, go, do. Elicit a sport for each heading, e.g. play football, go swimming. Set a time limit. In small groups, the pupils list all the sports they know for each verb. Write them on the board.

*Set learning outcomes and use the talk cards.*
- Say Today we’re going to learn the names of water sports equipment.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

**Pupil’s Book Activity 1**

*What water sports do you know? Make a list. What equipment do you need?*
- (Books closed.) Ask the pupils if there are any water sports on the board. Encourage them to name any other water sports they know (windsurfing, kayaking, water-skiing, surfing, sailing, snorkelling). Then prompt them to name the clothes and equipment you need.

**Vocabulary presentation**

- (Books closed.) Choose a water sports equipment flashcard, but don’t show the picture. Describe the item and its use, e.g. I wear these on my feet. I wear them when I snorkel. They help me swim fast.
- When the pupils identify the object, stick the flashcard on the board. The pupils repeat the word. Repeat the procedure with the other flashcards.

**Word cards**

- (Books closed.) Hand a water sports equipment word card to each pair of pupils. They take turns to come to the board, read out their word and stick their word card next to the corresponding flashcard.

**Pupil’s Book Activity 2**

*Listen, point and say the vocabulary chant.*
- **CD3 Track 6 p251**
  - Focus attention on the 12 photos. Say *Let’s listen and say the words.* Play the CD. The pupils listen, repeat and point.

**Pupil’s Book Activity 3**

*Listen, look and sing Fun in the sea.*
- **CD3 Track 7 p251**
  - Focus attention on the scene. Ask Where are Lily, Ravi and Josh? (At the beach.) Say It’s a water sports day. What activities can you do on the beach today? Prompt the class to identify the sports on the sign. Then ask What’s Ravi wearing? Repeat the question for Lily and Josh.
  - Say *Let’s listen to the song.* Play the CD. The pupils listen and read.
  - Ask Who’s ready to snorkel? (Ravi.) Ask about the other water sports.
  - Play the CD again. The pupils sing and do the actions.

**Pupil’s Book Activity 4**

*Play a guessing game.*
- Ask two pupils to read out the speech bubbles.
- Demonstrate the activity by giving another example. Say I’ve got a paddle and I’m wearing a helmet. Ask a pair of pupils to demonstrate the activity.
- The pupils play the game with a Talk Partner.

**Activity Book**

**Activity 1**

*Order the letters and write. Match.*
- The pupils name the water sports equipment they can see.
- The pupils order the letters and write the words, then match them to the equipment in the picture.

**Answers:**
1. surfboard
2. mask
3. life jacket
4. paddle
5. snorkel
6. flippers
7. wetsuit
8. helmet
9. swimsuit
10. kayak
11. water-skis
12. gloves

**Activity 2**

*Look and write.*
- The pupils describe what they can see in the pictures. Prompt a pupil to complete the sentences.
- The pupils write the descriptions.

**Answers:**
1. He’s wearing a wetsuit and a life jacket. He’s got a surfboard. He’s ready to surf.
2. She’s wearing a wetsuit, a life jacket, a helmet and gloves. She’s got water-skis. She’s ready to go water-skiing.

**Code activity**

- The pupils complete the code activity.

**Answer:** fish

**Ending the lesson**

*Review the lesson and reflect on learning.*
- Say Today we’ve learnt the names of water sports equipment. What do you remember? Elicit the equipment.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

**Extra activities**

**Extension**
- The pupils play the game in pairs.

**Vocabulary extension**
- Present six additional water sports equipment words: fishing rod, goggles, jet ski, oars, rope, sailing boat.
- Use the Vocabulary Booster on NAVI to practise these new words.

**Link to Science**

- If you are studying the Science topic of Water and air on Earth in English, you could elicit other sources of water. (Salt water: seas and oceans. Fresh water: rivers, lakes, ice caps and groundwater.)
Key language
- go kayaking, go sailing, go surfing, go swimming, go water-skiing, play football / tennis, watch TV; after school, at the weekend, next week, tomorrow
- I am / I’m not going to (play football). He is / isn’t going to (go swimming). I/they are / aren’t going to (watch TV). Are you going to (play football)? Yes, I am. No, I’m not. What are you going to do (on Saturday)?
- Recycled: flippers, gloves, helmet, kayak, life jacket, mask, paddle, snorkel, surfboard, swimsuit, water-skis, wetsuit; water sports

Materials
- Pupil’s Book p61; Activity Book p59; Class CD3; teacher’s App on Navio
- Teacher’s Resource Bank: Water sports equipment flashcards
- Teacher’s Resource Bank: Talk cards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share. Review water sports equipment vocabulary.
- Review the Fun in the sea song.
- CD3 Track 7 p251
- CD3 Track 8 pXXX
- Set learning outcomes and use the talk cards.

Activity 1
- Listen and read. Listen and repeat.
- CD3 Track 9 p251
- Act out.

Activity 2
- Read again. Which things does Lily need? Why?

Activity 3
- Listen and follow.
- CD3 Track 10 p251
- Repeat.
- Grammar clue: Read about asking questions with ‘going to’.

Activity 4
- Play a true or false game.
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Extra activities
- Reinforcement: Play two truths and a lie.
- Play Flashcard duel.

Digital resources
- Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.
- Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the grammar from this lesson.
Detailed Lesson Plan

Starting the lesson

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Think-Pair-Share. Review sports equipment vocabulary.
- Ask Can you remember the sports equipment vocabulary?
The class thinks silently for a minute.
- Then the pupils work with a Talk Partner to name the sports equipment.
- Invite different Talk Partners to say a different item.
  Hold up the corresponding flashcard and prompt the class to repeat the word.

Review the Fun in the sea song.
- CD3 Track 7 p251
- CD3 Track 8 pXXX (optional karaoke version)
- Organise the class into three groups. Play the CD (or use the karaoke version). The pupils sing along with their verse and do the actions.

Set learning outcomes and use the talk cards.
- Say Today we’re going to talk about plans.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil’s Book Activity 1

Listen and read. Listen and repeat. Act out.
- CD3 Track 7 p251
  - The pupils look at the picture and describe what they can see. Ask What’s Lily ready to do?
  - Play the CD. The pupils listen and read the conversation.
  - Confirm that Lily is ready to do some water sports. Ask Is she going to go water-skiing? (No, she’s going to go kayaking.)
  - Play the CD again, pausing after each sentence for the pupils to repeat.
  - The pupils act out the conversation with a Talk Partner.

Pupil’s Book Activity 2

Read again. Which things does Lily need? Why?
- The pupils read the conversation again and say which things Lily needs and why.

Pupil’s Book Activity 3

Listen and follow. Repeat.
- CD3 Track 10 p251
  - Play the CD. The pupils listen to the first sentence and point to the words they hear. The pupils then repeat the complete sentence. Repeat the procedure with the other sentences.

Grammar clue
- Read the grammar clue and the Remember! tip as a class. Ask individual pupils a question about their plans and prompt them to respond. Then invite different individual pupils to ask you similar questions.
- Organise the class into Talk Partners. The pupils take turns to ask and answer questions.
- Use the grammar table to make sentences about future plans: I am not going to (go water-skiing) (tomorrow).
- With a Talk Partner, the pupils take turns to make similar sentences.

Pupil’s Book Activity 4

Play a true or false game.
- The pupils work in pairs to make similar sentences and say if they are true or false.

Activity Book

Activity 1

Complete the sentences in the grammar table.
- Invite a pupil to read out the words in the word box.
- The pupils work on their own or with a partner to write the words in the grammar table.

Answers:
1 am / play 2 isn’t / tomorrow 3 going to / go 4 aren’t / watch

Activity 2

What are the children going to do tomorrow? Look and write.
- Focus the class on the first picture and elicit that the boy is going to play football. Repeat with the other pictures.
- The pupils write the sentences.

Answers:
1 He’s going to play football. 2 They are going to go surfing. 3 She’s going to go swimming. 4 They are going to play tennis.

Activity 3

Write about your plans. Ask and answer.
- Read the speech bubble and the Remember! tip.
- Invite the pupils to complete the first sentence in as many ways as possible. Write any new vocabulary on the board.
- The pupils write their own six sentences.
- Working with a Talk Partner, the pupils ask and answer questions about what they are going to do in the future. They can record the answers in their notebooks.

Code activity
- The pupils complete the code activity.

Answer:
- crab

Ending the lesson

Review the lesson and reflect on learning.
- Say Today we’ve learnt how to talk about our plans. Ask What are you going to do after this lesson? Prompt the pupils to answer.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activities

Reinforcement
- Play Two truths and a lie. Say three things that you are going to do tomorrow (two true things and one lie). The pupils must identify the lie.
- The pupils write their own sentences about tomorrow. Invite pupils to read out their three sentences in order for the rest of the class to identify the lie.
- Play Flashcard duel (see p27) with the sports equipment flashcards.
Ask and answer

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**Key Competences and Key Learning Outcomes**

- Read the story with some fluency
- Use a code to read a message
- Use a pre-reading task
- Understand the importance of listening to other people’s ideas
- Understand, enjoy and act out the story
- Give an opinion on the story

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### Pupil’s Book

#### Lesson 3

**Key language**

- build, faster, flag, plastic bottles, race, raft, rope, sinking, wood
- Are you (going to enter the race)?
- Recycled: There’s a (raft race). You must (build your raft with these things). Why don’t you (use this rope)? Good idea.

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**Activity Book**

**Materials**

- Pupil’s Book pp62–63; Activity Book p60; Class CD3; teacher’s App on Navio
- teacher’s Resource bank: talk cards

**Optional materials**

- teacher’s Resource bank: Trinity exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

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### Digital resources

**Teacher’s Digital:** Don’t forget you can teach this lesson using the Teacher’s App on Navio.

**Pupil’s Digital:** Encourage your pupils to use the Pupil’s App on Navio to practise the reading the story again at home.
**Detailed Lesson Plan**

**Starting the lesson**

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review the grammar from Lesson 2.
- Think of a place and say I'm going to eat an ice cream tomorrow. Where am I going? Prompt a pupil to guess. Are you going to a restaurant? If the guess is incorrect, say another thing you are going to do. I'm going to make a sandcastle, too.
- Repeat the procedure with a different place.

Set learning outcomes and use the talk cards.
- Say Today we're going to read and listen to a story.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

**Before you read: Pupil's Book Activity 1**

Use the code to read the message from Luke.
- Say Josh and Lily have received another message from Luke. The pupils use the code (Pupil's Book page 1) to discover the mystery word (race). Ask Do you think a windsurfing race is exciting?
- Ask What activity do you think the children are going to do in the story? The pupils make predictions.
- Read the title of the story and explain that a raft is a flat boat with no sides. Confirm that the children do a raft race in the story.

**Pupil's Book Activity 2**

Listen and read. Act out.
- CD3 Track 11 p251
  - Play the CD. The pupils follow in their books.
  - Ask questions to check comprehension.

Suggested comprehension questions
- Frame 1: Are the children going to enter the raft race? (Yes.)
- Frame 2: What time is it? (Three o'clock.) Who is also going to enter the race? (Dad.)
- Frame 3: What do the teams listen to? (The rules.)
- Frame 4: What do the children use to build their raft? (Plastic bottles, wood and rope.)

**Activity 1**

Read and complete the puzzle. What's the mystery word?
- The pupils read the clues and complete the puzzle and mystery word, referring to the story.

Answers:
1 rope
2 flag
3 wood
4 Dad
5 bottles
6 beach
The mystery word is paddle.

**Activity Book: After you read**

**Activity 2**

Listen and circle the eight mistakes. Listen again. Write the correct words.
- CD3 Track 12 p251
  - Play the CD. The pupils circle the eight mistakes.
  - Play the CD again. The pupils write the correct words.

Answers:
1 bike
2 Mum
3 Dad
4 rope
5 slowly
6 lighthouse
7 empty
8 home

**Activity 3**

Read and complete. What do you think?
- Invite pupils to read out and complete the sentences.
- The pupils complete the task in their Activity Books and then share opinions with a Talk Partner.

Code activity
- The pupils complete the code activity.

**Ending the lesson**

Review the lesson and reflect on learning.
- Say Today we've listened to a story about a raft race. Elicit the story.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

**Extra activity**

Reinforcement
- Retell the story as a class. Say Let's tell the story together. Prompt the class by saying The children and Dad enter a ... (raft race). The teams listen to the ... (rules). Use mime, gesture and drawings to support the class.
Lesson 4

Key Competences and Key Learning Outcomes
- Learn adverbs of manner
- Follow and correct the grammar tables
- Play a mime game
- Sing a song

Key language
- ‘play’ loudly, (play) quietly, (run) badly, (run) well, (swim) quickly, (swim) slowly; play chess, fish (fly), warm up
- Bend (your knees), Shake (your body), Stretch (your arms), Wiggle (your fingers). You (play chess) well. She (dances) badly. What do you do (well)? I (swim) (very) well.
- Extension: carefully, dangerously, happily, sadly
- Recycled: cycle, dance, play football, play tennis, rollerblade, sing, swim, (walk)

Materials
- Pupil’s Book p64; Activity Book p61; Class CD3; teacher’s App on Navio
- Teacher’s Resource Bank: talk cards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
- A set of dice for each pair of pupils

At a Glance Lesson Plan
Starting the lesson
- Use the Trinity Exam Practice cards (optional),
- Review the story,
- Set learning outcomes and use the talk cards.

Activity 1
- Listen, point and say.
  ► CD3 Track 13 p252

Activity 2
- Listen and sing Warm up!
  ► CD3 Track 14 p252

Activity 3
- Listen and follow.
  ► CD3 Track 15 p252
- Repeat.
- Grammar clue: Read about using ‘ly’.

Pupil’s Book

Activity 4
- Play a mime game.
  Go to the Activity Book

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
- Play a dice game to practise adverbs of manner.
- Vocabulary extension:
  carefully, dangerously, happily, sadly

Reinforcement

Digital resources
Teacher’s Digital: Don’t forget you can teach this lesson using the Teacher’s App on Navio.
Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the grammar from this lesson.
Starting the lesson

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review the story.
- Ask the class if they remember the story from the previous lesson. Organise the class into small groups. Ask each group a question about the story. The pupils collaborate before they answer.

Set learning outcomes and use the talk cards.
- Say Today we’re going to talk about the way that we do different actions.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Pupil’s Book Activity 1

Listen, point and say.
- CD3 Track 13 p252
- Point to the first picture and ask What’s he doing? Is he swimming quickly or slowly? Mime swimming quickly and then slowly. Repeat the procedure, comparing ‘well’ and ‘badly’, and ‘quietly’ and ‘loudly’.
- Play the CD. The pupils listen, repeat each phrase and point to the pictures.

Pupil’s Book Activity 2

Listen and sing Warm up!
- CD3 Track 14 p252
- Say Ravi’s wiggling his fingers and shaking his body. Encourage the pupils to do the action. Then say Lily’s stretching her arms and bending her knees. Encourage the pupils to do the action. Then say Everybody swim slowly. Repeat the procedure with the other sentences.
- Play the CD. The pupils listen and read.
- Play the CD again. The pupils join in singing the song and doing the actions slowly and quickly.

Pupil’s Book Activity 3

Listen and follow. Repeat.
- CD3 Track 15 p252
- Focus the class on the grammar table.
- Play the CD. The pupils listen to the first sentence and point to the corresponding parts of the sentence in the table. They should then repeat the complete sentence. Repeat the procedure with the other sentences.
- Ask the class if they remember the story from the previous lesson.
- Organise the class into small groups.
- Ask each group a question about the story. The pupils collaborate before they answer.

Pupil’s Book Activity 4

Play a mime game.
- The pupils work in pairs to mime an action and guess the sport and the adverb.

Activity Book

Activity 1

Look, read and circle.
- Focus on the first picture. Then invite a pupil to read out the first sentence, choosing the correct adverb.
- The pupils work on their own to read the remaining sentences and circle the correct adverbs.

Answers: 1 well 2 badly 3 loudly 4 quickly

Activity 2

Order the words in the grammar table. Write the sentences.
- Invite a pupil to read out the first sentence.
- The pupils write the sentences.

Activity 3

Read and answer. Ask and answer.
- Invite different pupils to read out and answer the first question. Repeat with the other questions.
- The pupils write their answers.
- The pupils take turns to ask and answer with a Talk Partner.

Code activity
- The pupils complete the code activity.

Answer: whale

Ending the lesson

Review the lesson and reflect on learning.
- Say Today we’ve learnt to say how a person does an activity. Ask How can you run? (Fast / slowly.) How can you swim? (Well / badly.) How can you run? (Fast / slowly.) What do you do well or badly?
- Ask Which was your favourite activity today? Which activity was easy / difficult?

Extra activity

Reinforcement
- Write the numbers 1–6 in a column on the left of the board and invite the class to name six sports. Write a sport next to each number. Then write another column of numbers (1–6) on the right side and invite the pupils to name six adverbs of manner, e.g. sleepily, happily, slowly, quietly, well, badly. Write them next to the numbers.
- Take a dice and roll it twice without revealing the numbers. Use the first number to select a sport and the second number to select an adverb. Do a mime and invite pupils to guess what you are doing, e.g. You’re playing football slowly.
- Invite different pupils to take your role.
- Give each pair of pupils a dice and ask them to play the game.

Vocabulary Extension
- Present four additional adverbs: carefully, dangerously, happily, sadly.
- Use the Vocabulary Booster on NAVIO to practice these new words.
Lesson 5

Key Competences and Key Learning Outcomes

- Say a tongue twister with the 'k' sound
- Practise spelling and learn an alternative spelling for the 'k' sound
- Predict answers then listen for specific information
- Play a communication game using adverbs of manner

Key language

- lake
- Do you (rollerblade) fast or slowly? I (rollerblade) (slowly). Pablo (sings) (well).
- Recycled: badly, loudly, quickly, quietly, slowly, well; black, hockey, kayak, kite, monkey, rock, snake, shark

Materials

- Pupil's Book p65; Activity Book p62; Class CD3; teacher's App on Navio
- teacher's Resource bank: talk cards

Optional materials

- teacher's Resource bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

At a Glance Lesson Plan

Starting the lesson

- Use the Trinity Exam Practice cards (optional).
- Review adverbs of manner.
- Review the Warm up! song.
- CD3 Track 14 p252
- Set learning outcomes and use the talk cards.

Activity 1: Speak and spell

- Listen, read and say.
- CD3 Track 16 p252
- Go to the Activity Book.

Activity 2

- Read the quiz.
- Then listen and identify four differences.
- CD3 Track 17 p252

Activity Book

Activity 3

- Ask and answer to complete the questionnaire.
- Tell a friend (Teacher's Resource Bank: Unit 6).

Ending the lesson

- Review the lesson and reflect on learning.

Extra activity

Reinforcement

- Make similar questionnaires in pairs.

Digital resources

Teacher's Digital: You can also teach this lesson using the Teacher's App on Navio.

Pupil's Digital: Encourage your pupils to use the Pupil's App on Navio to practise the activities from this lesson.

Pupil's Book

Activity 1: Speaking and Spelling

- Listen and say:
- Sports questionnaire
- Complete and say.
- Find and circle the words.
- Classify and write.

Activity 2

- Complete and say.
- Find and circle the words.
- Classify and write.

Activity 3

- Tell your friend.
- Ask and answer.

Code activity

- Complete the code activity.
**Detailed Lesson Plan**

**Starting the lesson**

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

Review adverbs of manner.
- Ask the pupils to stand up. Then ask them to do an action, e.g. Swim slowly. Ask them to do the same action quickly, quietly, happily, angrily. Repeat the procedure with different actions. Then, if you wish, invite different pupils to take your role and give the class similar instructions.

Review the Warm up! song.
- CD3 Track 14 p252
  - Play the CD (or use the karaoke version). The pupils sing and do the actions.

Set learning outcomes and use the talk cards.
- Say Today we’re going to say a tongue twister, practise spelling and do a questionnaire together.
  - Point to the talk cards to show the pupils the different ways they will be working in the lesson.

**Activity Book**

**Activity 1: Speak and spell**

**Complete and say.**
- The pupils write and say the words in the tongue twister.

**Answer:** The black monkey kayaks quickly on the lake.

**Activity 2**

**Find and circle the words. Classify and write.**
- The pupils find and circle the words in the border which contain ‘k’ and ‘ck’.
- The pupils classify and write the words according to whether they are spelt with ‘k’ or ‘ck’.

**Answers:** ck: hockey, rock, black, back, neck, k: snake, kite, shark, kayak, mask

**Activity 3**

**Talk Partners. Test your friend. Ask and answer.**
- Invite two pupils to read out the speech bubbles.
- Organise the pupils into Talk Partners. The pupils take it in turns to spell the words in Activity 2. Stress the importance of prompting, encouraging and helping each other.

**Code activity**
- The pupils complete the code activity.

**Answer:** seal

**Pupil’s Book Activity 1: Speak and spell**

Listen, read and say.
- CD3 Track 16 p252
  - (Books closed.) Write the letter ‘k’ on the board and ask What sound does this letter make? (‘k’) List the words the pupils know that begin with this letter. Say Today you’re going to learn another way of writing the ‘k’ sound.
  - (Books open.) Focus the class on the monkey in the picture and say What colour is the monkey? (Black.) What’s he doing? (Kayaking.) Where is he kayaking? (On a lake.)
  - Say Let’s listen to the tongue twister. Play the CD. The pupils follow the text in their books.
  - Play the CD again. The pupils join in with the tongue twister.
  - Finally, ask the class to identify the alternative way of writing the ‘k’ sound (‘ck’).

**Pupil’s Book Activity 2**

Read the quiz. Then listen and identify four differences.
- CD3 Track 17 p252
  - Focus the pupils on the questionnaire. Explain that they are going to listen to Anna answering the questions, and they will need to identify four differences. Ask the pupils to look at Anna’s answers.

**Pupil’s Book Activity 3**

Ask and answer to complete the questionnaire. Tell a friend (Teacher’s Resource Bank: Unit 6).
- Invite three pupils to read out the speech bubbles.
- Explain to the class that they are going to do a similar questionnaire with a Talk Partner.
- Organise the class into Talk Partners. Pupil A uses questionnaire 1 and Pupil B uses questionnaire 2. Check that the pupils know all the activities that appear in their questionnaire.
  - The pupils take turns to ask and answer the questions.
  - When the pupils have completed the questionnaires, invite individual pupils to report what they have learnt about their Talk Partner.
  - Organise the class into new pairs. The pupils should report the information in the questionnaire.

**Ending the lesson**

Review the lesson and reflect on learning.
- Say Today we’ve practised a tongue twister. Elicit the tongue twister from the pupils.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

**Extra activity**

Reinforcement
- The pupils work in pairs to create a similar questionnaire.
- Organise the class into new pairs to ask and answer the questions.

- Play the CD, pausing after the first question and answer. Elicit the difference between the questionnaire and what they heard on the audio. Repeat the procedure with the remaining questions and answers.

**Pupil’s Book Activity 3**

Ask and answer to complete the questionnaire. Tell a friend (Teacher’s Resource Bank: Unit 6).
- Invite three pupils to read out the speech bubbles.
- Explain to the class that they are going to do a similar questionnaire with a Talk Partner.
- Organise the class into Talk Partners. Pupil A uses questionnaire 1 and Pupil B uses questionnaire 2. Check that the pupils know all the activities that appear in their questionnaire.
  - The pupils take turns to ask and answer the questions.
  - When the pupils have completed the questionnaires, invite individual pupils to report what they have learnt about their Talk Partner.
  - Organise the class into new pairs. The pupils should report the information in the questionnaire.

**Ending the lesson**

Review the lesson and reflect on learning.
- Say Today we’ve practised a tongue twister. Elicit the tongue twister from the pupils.
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**Pupil’s Book Activity 3**

Ask and answer to complete the questionnaire. Tell a friend (Teacher’s Resource Bank: Unit 6).
- Invite three pupils to read out the speech bubbles.
- Explain to the class that they are going to do a similar questionnaire with a Talk Partner.
- Organise the class into Talk Partners. Pupil A uses questionnaire 1 and Pupil B uses questionnaire 2. Check that the pupils know all the activities that appear in their questionnaire.
  - The pupils take turns to ask and answer the questions.
  - When the pupils have completed the questionnaires, invite individual pupils to report what they have learnt about their Talk Partner.
  - Organise the class into new pairs. The pupils should report the information in the questionnaire.

**Ending the lesson**

Review the lesson and reflect on learning.
- Say Today we’ve practised a tongue twister. Elicit the tongue twister from the pupils.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

**Extra activity**

Reinforcement
- The pupils work in pairs to create a similar questionnaire.
- Organise the class into new pairs to ask and answer the questions.

- Play the CD, pausing after the first question and answer. Elicit the difference between the questionnaire and what they heard on the audio. Repeat the procedure with the remaining questions and answers.
Dear Grandma and Grandad,

How are you? I’m very happy because I’m going to go to a sports camp with my friends tomorrow. The camp is in the middle of a beautiful forest. There are lots of exciting sports to try. First, I’m going to play volleyball because that’s my favourite sport. Next, I’m going to go kayaking. The lessons are on a lake and I need to wear a life jacket and a helmet. Finally, I’m going to go mountain biking in the forest with my friends. I can’t wait!

See you after the camp.

Robert
Detailed Lesson Plan

Starting the lesson
Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions.

Review the tongue twister.
► CD3 Track 18 p252
• Ask What sound did you practise in the tongue twister? (‘k’)
• Play the CD. Practise the tongue twister as a class.
• Remind the pupils that they know four spellings for this sound (‘c’, ‘ch’, ‘k’ and ‘ck’). The pupils list the words they know that begin with these letters.

Set learning outcomes and use the talk cards.
• Say Today we’re going to read a letter. Check understanding by asking Who brings letters to your house? Do you write letters? Do people write letters to you? Encourage the pupils to talk about any letters they have sent or received.
• Point to the talk cards to show the pupils the different ways they will be working in the lesson.

Before you read: Pupil’s Book Activity 1
Imagine you are going to go to a sports camp. Which activities would you like to do?
• Invite a pupil to read the rubric. Explain any unknown sports in the list and encourage the pupils to tell you which activities they would like to do and why.
Give your opinion, too, e.g. I would like to go windsurfing because it’s fun / exciting / fast.

Pupil’s Book Activity 2
Read and listen. Which activities is Robert going to do?
► CD3 Track 18 p252
• Focus the class on the letter and ask Who is the letter to? (Grandma and Grandad.) Who is the letter from? (Robert.) What’s the date on the letter? (15th March.) Where does Robert live? (In Newtown.) Where do his grandparents live? (In Oxford.)
• Explain to the class that Robert is writing to his grandparents about the sports camp. Then ask the pupils to read the letter quickly to find out which activities Robert is going to do there. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise play the CD, pausing at the end of each section of the text.

Answer: Robert is going to play volleyball, go kayaking and go mountain biking.

Activity 2
Read and write the answers.
• Invite a pupil to read out the first question and the example answer. Ask different pupils to read out the other questions.
• The pupils work on their own or in pairs to write the answers.

Answers: 1 He’s going to go to the sports camp tomorrow. 2 He’s going to go kayaking on a lake. 3 He’s going to go mountain biking in the forest. 4 He’s going to do three sports.

Code activity
• The pupils complete the code activity.
Answer: dolphin

After you read: Activity Book

Activity 1
Read and order the letter.
• Focus the class on the activity and ask a pupil to read out the first part of the letter.
• Ask the class to scan the other pieces of the letter to find the next part. The pupils should compare their answer with a talk partner. Then invite a pupil to read out the second part.
• Highlight ‘clues’ in the text, such as the question ‘How are you?’ to begin a letter in the first paragraph.
• Repeat the procedure with the remaining parts of the text.

Answers: 1 d 2 1 3 b 4 a 5 g 6 e 7 c

Ending the lesson
Review the lesson and reflect on learning.
• Say Today we’ve read a letter. Will Robert’s grandparents like the letter? What do you think? Elicit the pupils’ ideas.
• Ask Which was your favourite activity today? Which activity was easy / difficult?
• Say Goodbye. See you in the next lesson! The pupils respond See you!

Extra activity
Reinforcement
• (Books closed.) Explain that you are going to read Robert’s letter, but you’re going to make some mistakes. The pupils should raise their hands or ‘fish’ the mistakes (mime reeling in a fish) when they hear something that is wrong.
• Read the letter slowly, changing the information at regular intervals, e.g. Dear Mum and Dad. Prompt the class to give you the correct information each time.
At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review vocabulary for sports activities.
- Set learning outcomes and use the talk cards.

Investigate a text: Activity 1
- Look at the leaflet.
- What can you do at the adventure camp?

Investigate a text: Activity 2
- Read and listen.
  - CD3 Track 19 p252
  - Which activity is Laura not going to do?

Pupil’s Book

Discuss a text: Activity 3
- Think and discuss.
- Writing tip: Read about time sequencers.
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
Reinforcement
- Write a letter to a classmate.

Materials
- Pupil’s Book p67; Activity Book p64; Class CD3; teacher’s App on Navio
- teacher’s Resource bank: talk cards

Optional materials
- teacher’s Resource bank: Trinity Exam Practice cards
  (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

Digital resources
Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.

Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

Activity Book

Plan your writing:
Activity 1
- Work with a friend.
- Plan your letter.
- Make notes.

Activity 2
- Use your notes to write a letter to a friend.

Share and check:
Activity 3
- Read your letter with a friend.
- Write a tick (✓) or a cross (✗).

Code activity
- Complete the code activity.
**Starting the lesson**

**Use the Trinity Exam Practice cards (optional).**
- The pupils practise asking and answering questions.

**Review vocabulary for sports activities.**
- Write the following prompts on the board: *I love ... I like ... I don’t like ...* Then tell the pupils about the sports you love doing and why. Encourage individual pupils to make similar sentences. Repeat the procedure with the other two prompts.
- Organise the class into Talk Partners and ask them to tell each other about the sports they love, like and don’t like.

**Set learning outcomes and use the talk cards.**
- Ask *What did we read in the last lesson? (A letter)*
  - **Say** Today we’re going to investigate another letter. Then we’re going to plan and write a letter.
  - **Prompt** the talk cards to show the pupils the different ways they will be working in the lesson.

**Investigate a text: Pupil’s Book Activity 1**

**Look at the leaflet. What can you do at the adventure camp?**
- Focus the class on the photos on the leaflet. The pupils identify the activities you can do at the adventure camp. *(Windsurfing, horse riding, archery, rock climbing)*
- Ask the pupils if they think the adventure camp looks fun / exciting.

**Investigate a text: Pupil’s Book Activity 2**

**Read and listen. Which activity is Laura not going to do?**
- **CD3 Track 19 p252**
  - Explain that Laura is writing to her grandmother about the adventure camp. Then ask the pupils to read the letter quickly to find out which activity Laura is not going to do there. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD, pausing at the end of each section of the text.

**Discuss a text: Pupil’s Book Activity 3**

**Think and discuss.**
- Read the first question and ask the class to look at the letter. Confirm that you write your address at the top of the letter, on the right. Repeat the procedure with the remaining questions. *(You write the date below the address. You begin a letter with ‘Dear’ and you end an informal letter with ‘Love’)*

**Writing tip**
- Read the information about time sequencers as a class.
- Prompt the pupils to find examples of *‘First’, ‘Next’ and ‘Finally’* in the letter.

**Activity Book**

**Plan your writing: Activity 1**

**Writing Partners. Work with a friend. Plan your letter. Make notes.**
- Read out the questions as a class. Organise the pupils into pairs and ask them to invent an exciting day at an activity camp and make notes about it. The pupils do not have to write complete sentences at this stage.
- Alternatively, if the pupils need more support, do this activity as a class.

**Activity 2**

**Use your notes to write a letter to a friend.**
- Focus the class on the activity. If necessary, model how to write a letter. The pupils work as a class to give you the information. Write the text on the board.
- **The pupils work on their own or with their partner to write their letter in their Activity Books.**

**Share and check: Activity 3**

**Writing Partners. Read your letter with a friend.**

**Write a tick (√) or a cross (✗).**
- Read through the statements as a class.
- Organise the class into new pairs. One pupil in each pair reads their text aloud to their partner. The other pupil listens. The pupils work together to decide if the text fulfills all the criteria and tick or cross the corresponding boxes. The pupils can add to, improve, or correct the text at this stage.
- The pupils swap roles.

**Code activity**

- The pupils complete the code activity.

**Ending the lesson**

**Review the lesson and reflect on learning.**
- **Say** Today we’ve written a letter. Are you happy with your letter? Elicit the pupils’ responses.
- **Ask** Which was your favourite activity today? Which activity was easy / difficult?

**Extra activity**

**Reinforcement**
- Give each pupil the name of a classmate to write a letter to.
- The pupils write a short letter to their classmate saying what they are going to do at the weekend.
- The pupils copy their letter onto a piece of paper, folding it and write their friend’s name on the reverse side.
- Collect the letters. Then ask a pupil to be the postman or postwoman and to deliver the letters to the classmates.

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<tr>
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**Investigate a text: Pupil’s Book Activity 1**

**Look at the leaflet. What can you do at the adventure camp?**
- Focus the class on the photos on the leaflet. The pupils identify the activities you can do at the adventure camp. *(Windsurfing, horse riding, archery, rock climbing)*
- Ask the pupils if they think the adventure camp looks fun / exciting.

**Investigate a text: Pupil’s Book Activity 2**

**Read and listen. Which activity is Laura not going to do?**
- **CD3 Track 19 p252**
  - Explain that Laura is writing to her grandmother about the adventure camp. Then ask the pupils to read the letter quickly to find out which activity Laura is not going to do there. If you want the pupils to read the text without the support of the CD, set a time limit for this task. Otherwise, play the CD, pausing at the end of each section of the text.

**Answer:** Laura isn’t going to go rock climbing.
Lesson 8 and Vocabulary and Grammar Practice

Key Competences and Key Learning Outcomes
- Think about and research New Zealand
- Read and listen for specific information
- Read about three extreme sports in New Zealand
- Think about your own culture and identity

Key language
- ankles, bridge, bungee jumping, elastic rope, energy, exciting, extreme sports, harness, rating, sand surfing, zorbing
- If you like (travelling fast), (sand surfing) is the sport for you.
- Recycled: adventure, air, beach, helmet, hill, jump, lie down, life jacket, mountains, paddle, plastic ball, raft, ride, river, roll, rope, sit, stand, surfing, surfboard, wet, wetsuit. You must (be very brave). Do you like (adventure)?

At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Review preferences for different sports and make comparisons.
- Set learning outcomes and use the talk cards.

Activity 1
- Read Luke’s questions.
- What do you think?

Activity 2
- Read and listen.
- CD3 Track 20 p252
- Think about your culture

Ending the lesson
- Review the lesson and reflect on learning.

Digital resources
Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.
Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

Pupil’s Book

Activity Book

Key learning outcomes:
- Read about three extreme sports in New Zealand; think about and research New Zealand
- Read about three extreme sports in New Zealand

Materials
- Pupil’s Book p68; Activity Book p65; Class CD3; Teacher’s App on Navio
- Teacher’s Resource Bank: Talk cards
- An online world map
- Coloured pencils (red, white and blue)

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)

Activity Book

Activity 1
- Listen and write the equipment you need.
- CD3 Track 21 p253

Activity 2
- Explore the Internet with your teacher. Do the New Zealand web quest.

Activity 3
- Find out more. Investigate more outdoor activities that you can do in New Zealand. What’s the most popular sport in New Zealand?
- Code activity
  - Complete the code activity.
**Detailed Lesson Plan**

**Starting the lesson**

**Use the Trinity Exam Practice cards (optional).**
- The pupils practise asking and answering questions.

**Review preferences for different sports and make comparisons.**
- Ask a pupil: Do you prefer (rugby) or (football)?
  - Prompt the pupil to give the full answer and ask Why? Prompt the pupil to make a comparison, e.g. (Football) is more exciting than (rugby). Repeat the procedure with different pupils.

**Set learning outcomes and use the talk cards.**
- Say Today we're going to investigate New Zealand.
  - Point to the talk cards to show the pupils the different ways they will be working in the lesson.

**Pupil's Book Activity 1**

**Read Luke's questions. What do you think?**
- Read the speech bubble as a class.
- Encourage the class to tell you what they know about New Zealand. Show the pupils where New Zealand is on an online world map.
- Read the questions. The pupils predict the answers.

**Pupil's Book Activity 2**

**Read and listen. Answer Luke’s questions.**
- CD3 Track 20 p252
  - Focus the class on the photos. Ask What can you see in the photos?
  - The pupils read the text. If you want them to read the text without the support of the CD, set a time limit. Otherwise, play the CD, pausing after each paragraph to check understanding.

**Answers:**
1. You can do bungee jumping.
2. You can do rating.
3. You can do zorbing.
4. You can do sand surfing.

**Think about your culture**
- Read out the question and prompt different pupils to answer. Suggestions might include skiing, kayaking, snowboarding, rafting or rock climbing.

**Activity Book**

**Activity 1**

**Listen and write the equipment you need.**
- CD3 Track 21 p253
  - Say the sports equipment as a class.
  - Play the CD, pausing after the first exchange to check pupils’ understanding and to allow them to write the equipment needed.
  - Repeat the procedure with the other exchanges.

**Answers:**
1. helmet, harness, rope
2. helmet, harness
3. wet suit, helmet, paddle, life jacket
4. surfboard, helmet

**Activity 2**

**Explore the Internet with your teacher. Do the New Zealand webquest.**
- Read out the instructions for the activity.
  - Connect to a children’s website (see suggested websites opposite) that provides geographical information about New Zealand. Read out questions 1–4. The pupils work as a class to find and write the answers. They should also colour the flag.
  - Read out question 5. Connect to a website that shows the weather around the world. The pupils complete the information about the day’s weather.

**Answers:**
1. two
2. 2 Aoraki / Mount Cook
3. Wellington
4. red, white and blue

**Activity 3**

**Find out more. Investigate more outdoor activities that you can do in New Zealand. What’s the most popular sport in New Zealand?**
- Talk the pupils that they are going to investigate more outdoor activities in New Zealand and find out the most popular sport.
  - If you are doing the investigation as a class, go to a suitable website, e.g. Kids National Geographic, and ask the pupils to scan the information to find the answers.
  - If you are working in a computer room, organise the class into small groups. The groups should go to the site and find the answer.

**Answer:**
Rugby is the most popular sport in New Zealand.

**Suggested websites**

- [http://maps.google.es/](http://maps.google.es/)
- [http://kids.nationalgeographic.com](http://kids.nationalgeographic.com)
- [http://www.bbc.co.uk/weather](http://www.bbc.co.uk/weather)

**Code activity**
- The pupils complete the code activity.

**Answer:** squid

**Ending the lesson**

**Review the lesson and reflect on learning.**
- Say Today we’ve learnt about New Zealand. Is it an interesting place? What can you see and do there? Elicit the information from the pupils.
  - Ask Which was your favourite activity today? Which activity was easy / difficult?

**Activity Book**

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**Vocabulary and Grammar Practice**

**Answers:**
1. 1.1 gloves 1.2 mask 1.3 helmet 1.4 paddle
2. 1.5 tippers 1.6 wetsuit
3. 2.1 badly 2.2 loudly 2.3 well 2.4 slowly 2.5 quietly
4. 3.1 Peter isn’t going to play football after school. 3.2 Peter is going to watch TV tonight. 3.3 Peter is going to speak English tomorrow. 3.4 Peter isn’t going to swim next week.
5. 4.1 A horse runs quickly. 4.2 A seal swims well. 4.3 A bird runs badly. 4.4 A tortoise moves slowly.
At a Glance Lesson Plan

Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Think-Pair-Share. Review sports equipment vocabulary.
- Set learning outcomes and use the talk cards.

Activity 1
- Before you watch
  - Watch the video. Unit 6 video
  - Which of these objects do you see? Which sport uses them?

Activity 2
- Watch the video again. Unit 6 video
- Read and say true or false.
- Correct the false sentences.

Activity 3
- Read the safety instructions.
- Think of three different sports for each one.
- Go to the Activity Book

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
- Reinforcement
  - Play a guessing game.

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Key language
- bungee jump, caving, gloves, goggles, harness, helmet, knee pads, life jacket, mountain biking, rafting, rock climbing, rope, skateboarding, torch, zorbing
- You must (wear a helmet). You need a (torch in the cave). What do you do to stay safe?

Materials
- Pupil’s Book p69; Activity Book p67; Class CD3; Teacher’s App on Navio
- Teacher’s Resource Bank: Sports equipment flashcards
- Teacher’s Resource Bank: Talk cards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4 and 5)
**Detailed Lesson Plan**

**Starting the lesson**

Use the Trinity Exam Practice cards (optional).
- The pupils practise asking and answering questions.

**Think-Pair-Share. Review sports equipment vocabulary.**
- Ask Can you remember the sports equipment vocabulary? The class thinks silently for a minute.
- Then the pupils work with a Talk Partner to name the sports equipment.
- Invite different Talk Partners to say a different item. Hold up the corresponding flashcard and prompt the class to repeat the word.
- Finally, repeat the procedure, asking different pairs of Talk Partners each time, until all the sports equipment has been named.
- Introduce the extension vocabulary knee pads and goggles which will be used in the video pages.

**Set learning outcomes and use the talk cards.**
- Say Today we’re going to watch a video and then ask and answer questions about extreme sports.
- Point to the talk cards to show the pupils the different ways they will be working in the lesson.

**Pupil’s Book Activity 1**

**Before you watch**
- Read the speech bubble to pupils. Ask Which extreme sports can you name? Elicit responses from a number of pupils. Talk about whether pupils think that these sports are safe or dangerous.

**Watch the video. Which of these objects do you see? Which sport uses them?**
- Watch the video intro. Ask pupils What are you going to see next? Check that they understand that they will see lots of short video clips about different extreme sports.
- Play the rest of the video. Ask general questions to check understanding. Focus the pupils’ attention on the photos in Activity 1. Say Which of these objects do you see in the video? Elicit ideas.
- Play the video again for the pupils to answer the questions. Check answers as a class.

**Answers:** 1. skateboarding 2. rafting 3. not in video 4. rafting, rock climbing, caving, skateboarding 5. rock climbing, bungee jumping

**Pupil’s Book Activity 2**

**Watch the video again. Read and say true or false. Correct the false sentences.**
- Explain that you are going to do a true or false activity.
- Ask a pupil to read out sentence 1. Ask the class whether they think the sentence is true or false. Repeat with sentences 2–5.
- Play the video. Students work in pairs to decide whether the sentences are true or false. They correct the false sentences.

**Answers:** 1. The family are going to go rafting. 2. There are seven people in the raft. 3. 1 4 1 5 1

**Pupil’s Book Activity 3**

**Read the safety instructions. Think of three different sports for each one.**
- Tell pupils that in the last part of the video Chloe and Mark talk about having the correct equipment to stay safe when doing sport. Ask What activity is Chloe going to do? (Skateboarding.) What safety equipment does she use? (Helmet, gloves, knee pads.) Ask pupils if they can think of any other safety equipment (goggles, elbow pads) or safety instructions (don’t skateboard on the road) that could be used when skateboarding.
- Explain that pupils are going to read some safety instructions and have to think of three different sports for each instruction. Read the instructions with the class and check vocabulary.
- Pupils work in pairs to think of different sports. Collate ideas on the board and see how many sports you can come up with for each safety instruction.

**Activity Book**

**Activity 1**

**Look and write. Listen and check. Repeat.**
- Look at the words in the box and check vocabulary.
- Pupils work on their own to match the safety instructions to the pictures.
- Play the CD and check answers.

**Answers:** 1. wear sun cream 2. warm up 3. drink plenty of water 4. follow the rules 5. wear knee pads 6. wear goggles

**Activity 2**

**Listen and complete the notes.**
- Explain to the pupils that they are going to listen to the safety rules at a skateboarding class. Ask pupils for ideas of possible rules. Read out the information. Then play the CD, pausing to allow the pupils to write the missing information.
- Play the CD again without pausing.

**Answers:** 1. helmet 2. gloves 3. knees 4. road 5. bike

- Ask pupils what they think the most important rule is. Can they give a reason why?

**Activity 3**

**Read and answer. Ask and answer.**
- Read out the speech bubble. Ask the three questions to one pupil (or three different pupils). Establish a model for the answers required.
- The pupils write answers to the questions about how they stay safe when doing sport.
- Organise the pupils into Talk Partners. The pupils take it in turns to ask and answer questions.

**Ending the lesson**

Review the lesson and reflect on learning.
- Say Today we’ve watched a video about extreme sports. What equipment can we use to stay safe when doing sport? Elicit the information from the pupils.
- Ask Which was your favourite activity today? Which activity was easy / difficult?

**Extra activity**

**Reinforcement**
- Think of an extreme sport. Say I’m wearing a helmet and a life jacket. I’m wearing a wetsuit. I must hold the paddle tight. What am I doing? The pupils guess Are you rafting? Repeat with different sports.
- The pupils play the game in pairs.
Lesson 1

My project 2: Treasure islands

Key Competences and Key Learning Outcomes
- Remember and learn the names of natural and man-made things on an island
- Talk about the local landscape (optional)
- Find out about an island
- Share information with your group
- Identify islands in your country

Key language
- Natural and man-made things on an island: bay, beach, bridge, cave, cliffs, coast, island, jungle, lake, lighthouse, man-made, natural, port, pyramid, river, rocks, treasure, village, volcano, waterfall.
- Where’s (Hawaii)? It’s in (the Pacific Ocean). What’s it like? There are (lots of beaches). There’s (a jungle). It’s (beautiful).

Materials
- Pupil’s Book p70; Activity Book p68; CD3
- Teacher’s Resource Bank: talk cards

Optional materials
- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4, 5 and 6)
- An online world map
- Computers

At a Glance Lesson Plan
Starting the lesson
- Use the Trinity Exam Practice cards (optional).
- Set learning outcomes and use the talk cards.

Investigate: Activity 1
- Are there any islands in your country?
- Where are they?
- How can you travel there?

Investigate: Activity 2
- Work in groups of three.
- Look at the map and make lists.
- Where’s the treasure?

Activity 3
- Listen and check your lists.
- CD3 Track 24 pXXX
- Listen again and repeat the words.

Pupil’s Book

Activity 4
- Investigate an island.
- Make notes on page 68 in your Activity Book.
- Go to the Activity Book.

Ending the lesson
- Review the lesson and reflect on learning.

Extra activity
- Use the Internet to investigate the islands further.

Link to Science
- Landscapes: Talk about the local landscape.

Digital resources
Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.
Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.
Starting the lesson
Use the Trinity Exam Practice cards (optional).
• The pupils practise asking and answering questions.
Set learning outcomes and use the talk cards.
• Say Today we're going to begin another project.
• Point to the talk cards to show the pupils the different ways they will be working in the lesson.
• Focus the pupils’ attention on the challenge at the top of Pupil’s Book page 70. Read the text.

Investigate: Pupil’s Book Activity 1
Are there any islands in your country? Where are they? How can you travel there?
• Read out the questions to be discussed as a class. Encourage the pupils to name the islands in their country. Prompt the class to give more information by asking Have you been to one of the islands? How did you travel there? What did you see?

Investigate: Pupil’s Book Activity 2
Work in groups of three. Look at the map and make lists. Where's the treasure?
• Focus the class on the map of the island and ask What can you see?
• Read out the three tasks, check understanding and prompt the class to find examples.
• Organise the class into groups of three and ask each group to choose a slide to show the lists in his / her notebook. Set a time limit for the groups to list items that appear on the map.
• At the end of the time, prompt different groups to read out their lists. Write the words on the board and give the pupils the names of any unknown items.

Suggested answers: Man-made things on the island: a bridge, a pyramid, a village, a port, a lighthouse
Natural things in the middle of the island: a lake, a jungle, a volcano, a river, a waterfall
Natural things on the coast: a bay, a beach, cliffs, a cave, rocks

Pupil’s Book Activity 3
Listen and check your lists. Listen again and repeat the words.
• CD3 Track 24 pXXX
• Pupils listen and check their lists. Then they listen again and repeat the words.

Pupil’s Book Activity 4
Investigate an island. Make notes on page 68 in your Activity Book.
• The pupils can do this as a whole class activity or in groups.
• Ask the pupils to describe what they can see in the photos. Point out that these islands are in different parts of the world.
• Organise the class back into their groups of three and ask them to decide which island each group member is doing to investigate.

Activity Book
Activity 1
Make notes about your island.
• Ask a pupil to read the information. Check understanding.
• If you do the investigation as a whole class activity, use an online map to explore each island in turn. You can look at satellite photos to explore the natural and man-made features of the island’s landscape. The whole class can talk about what you can see, but only the pupils who have been allocated this island should make notes.
• If you have access to several computers, organise the class so that the pupils who are investigating the same island are working together. Give each group the link to the online map and ask them to make notes. http://maps.google.es/

Ending the lesson
Review the lesson and reflect on learning.
• Say We’ve learnt about islands. Which island did you investigate? What can you remember? Elicit the pupils’ answers.
• Ask Which was your favourite activity? Which activity was easy / difficult?

Extra activity
Extension
• Ask the pupils to use the Internet to investigate their islands further. The pupils should find the names of the biggest town, rivers, lakes, mountains and forests.

Link to Science
• If you are studying the Science topic of Landscapes in English, talk about the landscape where you live. Encourage the class to identify the different natural and man-made features in their environment.
Lesson 2

**My project 2: Treasure islands**

**Key Competences and Key Learning Outcomes**

- Remember and learn the names of natural and man-made things on an island.
- Present your treasure map to other pupils and play a game.
- Reflect on what you’ve learnt and how you’ve worked together.
- Work together to design an island.

**Key language**

- Recycled: man-made features on an island; natural features on an island; behind, between, in, in front of, on, under.
- Let’s (hide the treasure). I think we should (have a lighthouse). I agree. You’re right. That’s a good idea, but how about (having a waterfall)? Which do you prefer? I prefer (this treasure map). Is the treasure (behind the waterfall)? Yes, it is. No, it isn’t.

**Materials**

- Pupil’s Book p71; Activity Book p69
- Teacher’s Resource Bank: Talk cards
- A large piece of paper or card for each group of three pupils; coloured pens and pencils

**Optional materials**

- Teacher’s Resource Bank: Trinity Exam Practice cards (selected from the Starter Unit and Units 1, 2, 3, 4, 5 and 6)

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**At a Glance Lesson Plan**

**Starting the lesson**

- Use the Trinity Exam Practice cards (optional).
- Set learning outcomes and use the talk cards.

**Plan and create your project: Activity 1**

- Discuss the questions.
- Write the information on page 69 in your Activity Book.
- Go to the Activity Book.

**Cooperative learning**

- Listen to and respect everyone’s opinion.

**Activity 2**

- Draw your treasure map and hide your treasure.

**Pupil’s Book**

**Present your project:**

**Activity 3**

- Present your treasure map to your classmates.
- Play the game.
- Think about your project.
- Go to the Activity Book.

**Ending the lesson**

- Review the lesson and reflect on learning.

**Extra activity**

**Reinforcement**

- Write a description of your island.

**Digital resources**

- Teacher’s Digital: You can also teach this lesson using the Teacher’s App on Navio.
- Pupil’s Digital: Encourage your pupils to use the Pupil’s App on Navio to practise the activities from this lesson.

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**Activity Book**

**Activity Book**

- Make notes about your treasure map.
- Think about your project.
- Activity 2
- Think about your project.
- Head and circle.
**Detailed Lesson Plan**

**Starting the lesson**

- Use the Trinity Exam Practice cards (optional).
  - The pupils practise asking and answering questions.
- Set learning outcomes and use the talk cards.
  - Say Today we're going to continue the project. Prompt the class to tell you what they did in the last lesson.
  - Point to the talk cards to show the pupils the different ways they will be working in the lesson.
  - Highlight that the pupils will be working in small groups and prompt the class to tell you what they must do when they work in groups: *listen, take turns, respect different opinions, etc.*

**Plan and create your project: Pupil's Book Activity 1**

- Discuss the questions. Write the information on page 69 in your Activity Book.
  - Invite a pupil to read out the text. Highlight the two structures for making suggestions: *Let's ... We can ...* Encourage the pupils to use these structures to make suggestions as a class.
  - Organise the class into their groups of three from the previous lesson. Explain that the pupils should work in their groups to decide on a name for their island, eight natural things on their island, four man-made things on their island, and a place to hide the treasure. They should record this information in their Activity Books.
  - If pupils need more support with this activity, ask the groups to do one task at a time. Offer suggestions to help with the first task. Then move on to the second task and third task. Before the pupils do the fourth task, review the prepositions of place that the pupils know and write them on the board: *in, on, under, between, in front of, behind.*

**Activity Book**

- Activity 1
  - Make notes about your treasure map.
    - The pupils record their decisions about their island.

**Cooperative learning**

- Listen to and respect everyone's opinion.
  - Read out the rubric. Discuss with the class ways in which we can show respect for each other's opinions.
  - Emphasise the importance of being polite and listening carefully to others.

**Pupil's Book Activity 2**

- Draw your treasure map and hide your treasure.
  - Hand out a large piece of card or paper to each group. The pupils work as a group to design their island and draw their treasure map. Tell the pupils that they mustn't draw the treasure on their map.

**Present your project: Pupil's Book Activity 3**

- Present your treasure map to your classmates. Play the game.
  - Reorganise the groups by asking two pupils in each group to stand up. Each pair should move to the next group and sit down. The treasure map should stay with the pupil who hasn't moved. Remind the pupil with the map that the location of the treasure is a secret and is written in their Activity Book.
  - Focus the class on the photo and ask: *What are the children doing? What can you see on the island?* Then ask three pupils to read out the speech bubbles.
  - The pupil with the map shows it to the new pair and explains the different features. The pair then have ten attempts to guess where the treasure is. Invite a group to demonstrate.
  - Regroup the pupils and play again. Find out how many pairs managed to find the treasure.
  - If you wish, ask the class to vote on which treasure map is the best. Explain that the pupils can only vote for one treasure map and they can't vote for their own. Say the name of each map in turn and ask the pupils to raise their hands if they think that map is the best.

**Think about your project**

- Tell the pupils that they are now going to think about what they have achieved and evaluate how their project went. Ask the pupils to turn to page 69 in their Activity Book.

**Activity 2: Think about your project**

- Read and circle.
  - Explain that the pupils are now going to think about how they’ve worked as a group. Read out each statement and ask the pupils to circle one, two or three stars depending on their project.

**Ending the lesson**

- Review the lesson and reflect on learning.
  - Say: *We’ve completed a project about treasure islands. Ask* *Would you like to live on an island?* *Ask Which was your favourite activity? Which activity was easy / difficult?*

**Extra activity**

- Reinforcement
  - Ask the pupils to write a short description of their island. They can do this in groups or on their own.
6 Reflective Teacher

Date: __________ Unit: __________

1 What did my pupils learn in this unit?
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

2 How did my pupils work? (√)
   individually [ ] in pairs [ ] in small groups [ ]
   in large groups [ ] as a class [ ]

3 Which key competences did my pupils develop?
   ○ Competence in linguistic communication [ ]
   ○ Competence in mathematics, science and technology [ ]
   ○ Digital competence [ ]
   ○ Learning to learn [ ]
   ○ Social and civic competences [ ]
   ○ Sense of initiative and entrepreneurship [ ]
   ○ Cultural awareness and expression [ ]

4 Which lessons / activities were the most successful and why?
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

5 Which lessons / activities did my pupils find the most difficult and why?
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

6 What did I try in the classroom for the first time? How did it go?
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

7 Which resources did I find most useful? (including web pages)
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________

8 What could I do differently next time I teach this unit?
   ____________________________________________________________________
   ____________________________________________________________________
   ____________________________________________________________________